

Arts Integrated Lesson Plan



ART FORM:
Dance



Subject Area:
Reading/English
Language Arts

Lesson Title: Dancing the mood and meaning of poetry	Grade: 5
Contributor, School: Mara Goldstein, Potomac Elementary School	Time Frame: Two 40-minute sessions

State Curriculum Content Standards, Indicators, Objectives

Dance Content Standard 1.0 Perceiving and Responding: Aesthetic Education: Students demonstrate the ability to perceive, perform, and respond to dance.	Reading/English Language Arts Content Standard 3.0 Comprehension of Literary Text Students will read, comprehend, interpret, analyze, and evaluate literary text.
Dance Content Indicator(s) 1.1 Demonstrate knowledge of how elements of dance are used to communicate meaning. 1.3 Respond to dance through observation, experience, and analysis.	Reading/English Language Arts Content Indicator(s) 3.4 Analyze elements of poetry to facilitate understanding and interpretation. 3.7 Identify and describe the author's use of language.
Dance Content Objective(s) 1.1.b Demonstrate accurately movement sequences that use the elements of dance to interpret literal ideas. 1.3.b Explain the purpose and meaning of specific movements in a variety of dances.	Reading/English Language Arts Content Objective(s) 3.4.b Identify and explain the meaning of words, lines, and stanzas. 3.7.b. Identify and explain specific words and phrases that contribute to meaning. 3.7.c Identify and explain words and phrases that create tone.

Objective(s) (Connecting the content areas)

After identifying and explaining the meaning of words and the mood in a selected poem, students will create movement sequences that express both of these topics through dance.

Key Arts Vocabulary <ul style="list-style-type: none"> <i>elements of dance</i> 	Key Reading/English Language Arts Vocabulary <ul style="list-style-type: none"> <i>mood</i>
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Prior Knowledge Students Need for This Lesson

Arts <ul style="list-style-type: none"> Students should understand the elements of dance. 	Reading/English Language Arts <ul style="list-style-type: none"> Students should have experience in the analysis of other poems.
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Materials and Resources

Materials and Resources for the Class

- Copies of the poem
- Paper
- Pencils

Materials and Resources for the Teacher

- Poem written on large chart paper:
Dotlich, R. (1998). "Backyard Bubbles." *Lemonade Sun and Other Summer Poems*.
- Marker
- Charts with the elements of dance, including the specifics for each element

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Day1

- Read the poem that is displayed on large chart paper to the students. Explain that some poems have words that help create a certain mood. Students identify the words that affect the mood of the poem and circle them (i.e., *glimmering*, *fragile*, *squeezes*, *summer sigh*, *simmering*).
- Divide the students into groups of four or five and brainstorm ideas about the mood that are conveyed by the circled words (i.e., *happy*, *joyful*, *excited*, *carefree*). Groups share their responses.
- Review the specific topics for each element of dance (i.e., body—non-locomotor and locomotor; space—levels [high, medium, low]; time—fast, medium, slow; effort—strong, weak) through a variety of movement activities.
- Discuss that ideas for the mood can be communicated through movements involving different aspects of these elements.
- In the same groups of four or five, students create a series of movements that convey the mood of the poem.
- Share the assessment that each individual will complete for each group's presentation.
- Groups present their mood sequences to the class.
- Class members identify those aspects of the movement sequence that successfully represent the mood.

Day 2

- As each of the moods from the previous class is verbally shared, students individually improvise movements to convey that mood. The charts with the specific parts of the elements of dance are displayed to serve as references.
- Assign each student one line of the poem. Students create movements that convey the meaning of the words and the mood of that line.
- Each student presents a "first draft" of the sequence and receives feedback from her/his peers regarding the connection between the words/mood of the poem and the movements.
- Students make changes to the choreography as appropriate.
- Distribute paper and pencils.
- Students write their lines and the choreography they created for the words with the lines.
- Share the assessment rubric for the written explanation of the sequence. (See Assessment section of the lesson.)
- Provide feedback as students engage in independent practice.
- Share the rubric for the teacher assessment of the presentation. (See Assessment section of the lesson.)
- Students stand in the order of their lines in the poem and present the entire choreographed piece, line by line, freezing in the end movement.
- Results of individual movement assessments are shared with the students.

Closure/Summary

- What are some other poems that you have read that have shown mood?
 - Is there another way we might have demonstrated the mood of this poem?
 - Share with the person beside you one thing you would have liked to see changed in this lesson.
Ask for volunteers to share any responses.
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Assessment (Description/Tools)

- Rubric for written explanation of choreography
 - 3—The purpose of the movement in the choreography is clear and conveys the meaning.
 - 2—The purpose of the movement conveys some aspects of the meaning of the line in the poem.
 - 1—The choreography and its purpose are not communicated through the written response.
 - Teacher assessment of individual movement sequence for each line in the poem
 - 3—The student accurately demonstrates the movement sequence.
 - 2—The student accurately demonstrates most of the selected movements.
 - 1—The student does not accurately demonstrate the movement sequence.
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Lesson Extensions

- After a review of rhythm and tempo, students are asked to select a piece of music that is appropriate for their movement sequence (either for the group or the individual).
- With a poem of their choosing, students create a dance study conveying its mood and meaning.